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EDITORIAL NOTES

GEORGE HERBERT LOCKE

The work in science in the *gymnasium* is understood as comprising instruction in "natural history" and in physics. In the lower classes, VI to IV, the object is not the systematic inculcation of formal knowledge, but the training of the faculties of observation. This corresponds to the better conception of nature-study in this country. Genus or species is studied through a few principal representatives, and thus the ground is prepared for a loving and intelligent appreciation of nature. In Class III the boys take up the outlines of zoölogy, in connection with the anatomy and physiology of man; the outlines of botany; and a review of the preceding work. In the second half-year of Upper III and in Lower II there is a preparatory course in physics, comprising elementary mechanics, the most important parts of heat, magnetism, and electricity, the chief chemical phenomena, a discussion of the most remarkable minerals and the simplest crystals, and easy chapters of acoustics and optics. In Upper II the subjects of study are heat, magnetism, and electricity; the ideas of chemistry and mineralogy previously gained are widened and deepened. In Class I mechanics, acoustics, and optics are treated with more thoroughness than before. With these two highest classes the aim is not only to systematize and extend the knowledge already gained, but also and still more to awaken interest in groups of phenomena, and to promote the examination of them in a way likely to make the student familiar with scientific methods and inductive reasoning.

In the *Oberrealschule*, the purely "modern" school, we naturally expect to find a much larger proportion of time given to science, and this seems to be the school to which many of our non-classical and anti-classical friends in this country are at present giving great attention. As in the *Gymnasium*, the work in science begins in Class VI with the emphasis upon observation. A few typical representatives of the plant and animal world are studied, and in Class V other representatives are added. The latter part of this year is given up to the classification of old and new into groups. In Classes IV and III the plant and animal world is studied in synopsis, and the more important parts of anatomy and physiology are taken up. In Classes II B and II A mineralogy is studied in connection with chemistry, the chief rocks and stratification being carefully examined. This finishes what is known as natural history, the final years being reserved for other phases of science.

The physics begins in III A, and during this and the succeeding year physical

phenomena are observed in the processes of nature as shown by experiment; the laws are inferred from the phenomena; then attention is directed to the causes, to *forces*. In II A deduction is added to induction, but experiment is not neglected. At this point a textbook is introduced. The distribution of matter is as follows: In Class III A the general properties of solids are considered. A little mechanics (enough to make later instruction intelligible) is treated experimentally; and a little heat is studied through experiments. II B goes through a preparatory course in magnetism, electricity, acoustics, and optics. The work of II A is heat, magnetism, and electricity. I B reads mechanics, including the theory of heat and the principles of undulation, and acoustics; I A studies optics and does revision exercises from the whole course of science teaching.

The work in chemistry begins in II B. The metalloids occupy II A. In I B the metals are the matter of study, and in I A the more important chapters of organic chemistry. There is, of course, laboratory work during the last two years, but often this must be done out of school hours.

It is interesting to notice that this general arrangement suggests the sequence of sciences in our own schools, though the work is spread over more years. In the *Oberrealschule* natural history comes during five years of the course two hours a week; chemistry and mineralogy during the four years immediately succeeding the natural history and three hours a week (with two extra hours for laboratory work, though this is not compulsory); and physics two hours a week for two years and three hours a week for the next three years. It is much easier for the Germans to plan a course of study that will be continuous, logical, and even psychological, than for us, as they have the children for nine years, with no awkward breaks such as we endure in the isolation of the parts of our school system.

At the annual meeting of the North Central Association of Colleges and Secondary Schools held in Cleveland, March, 1902, it was voted that a committee

REPORT OF THE
ATHLETIC
COMMITTEE OF THE
NORTH CENTRAL
ASSOCIATION OF
COLLEGES AND
PREPARATORY
SCHOOLS

consisting of three representatives from the colleges and three from the secondary schools be appointed to take into consideration questions relating to both intercollegiate and interscholastic contests, and to report a uniform set of rules to regulate such contests. At the next annual meeting, held in Chicago, the committee made a partial report; the report supplemented and

amended in 1904 and 1905, and adopted by the association, is as follows:

The committee recommends the following general plan for institutional members of this association:

That there be organized in each school an athletic association with an executive committee that shall have entire charge of all athletics of the school. At least two members of this committee shall be members of the faculty of the school. This committee (1) shall be responsible for all receipts and all expenditures of money, and shall cause their accounts to be audited twice each year; (2) shall pass upon and ratify all contracts and all contests with other institutions before

the same are valid; (3) shall be the final judge in all questions in games and contests within its own school.

Any person representing a school in any athletic contest whatever with any other school of this association must (1) be a *bona fide* student of the school which he represents; (2) he must have been a student at least one year before such contest; (3) he must be carrying full work; (4) he must be maintaining a passing standard in scholarship in the said work; (5) in the secondary school he must not be more than twenty years of age; (6) he must not have played more than four years in the secondary-school contests; (7) he must be an amateur sportsman; he must never have acted as an instructor in athletics; (8) no graduate of a secondary school shall be eligible to play in any interscholastic contest between secondary schools.

(1) The head of each institution of this association, or a member of the corps of instruction designated by him, shall send a list of the representatives of his school in any and every contest, at least one week before the event is to occur, to the chairman of the executive committee of that school and to the manager or captain of the team of the competing school. He shall certify over his signature that every representative is eligible to enter the contest in accordance with the above rules. No assumed names shall be certified to nor allowed in any report of the game. (2) A member of the faculty shall always accompany said representatives to the contests. (3) A failure to carry out the above or any mistake in certification shall be ground for forfeiture of said contest on the part of the institution making such failure. (4) A protest against any contestant to be entertained must be made at least three days before the contest, by registered letter or in person, to the captain of the opposing team and to the chairman of the executive committee.

It shall be the duty of each institutional member of this association to require the observance of the same regulations from other schools not members of the association before any contest takes place with said school, provided that, in view of the action of the Chicago Conference in requiring of college freshmen a probationary period of half a year instead of a full year, institutions adhering to the above rule may, for the present, play with those requiring only a half-year.

The committee also recommends that in a city where there are several schools of the same class a senate be formed composed of two members of the faculty of each school represented in interscholastic contests, to which all questions or disputes not otherwise settled shall be referred for settlement; that there be a standing committee of six appointed by this association, which shall comprise a court of appeals to which questions and disputes of institutional members of this association in reference to athletic contests may be appealed. The judgment of this court shall be final.

1. That this association earnestly recommends the general adoption of three probationary years in athletics: first, one entire year at the beginning of the secondary period; second, one entire year at the beginning of the collegiate period; third, one entire year at the beginning of the graduate period.

2. That in case a student migrates during any of the three periods mentioned, he shall remain in his new institution one year before participating in any inter-collegiate or interscholastic contest.

3. That natural groups of institutions having athletic relations with each other should publish annuals giving, first, business publicity, and, second, permanent athletic records.

4. That the members of this association pledge themselves to use their influence with state teachers' associations and state college associations, and other educational organizations, including faculties of universities, colleges, and secondary schools, to secure their support in bringing about the adoption of these resolutions, especially the first and second.

5. That this committee be empowered to act with other college and secondary associations, east and west, to secure the adoption of the three-probationary-years principle.

6. We further recommend that in every secondary school, college, and university the importance of athletics be recognized by the appointment of a regular teacher and instructor in the same, who shall be a member of the faculty or teaching corps; we hold that the employment of professional coaches by student organizations or by outside parties is demoralizing and should be condemned.

In addition, Dean Woodward presented the following, which was adopted:

Having adopted certain rules intended to eliminate some of the evils attending interscholastic and intercollegiate athletics, it becomes us to take definite steps to secure a general adoption of said rules by local faculties.

To this end we recommend that the committee be authorized to have the new rules printed and distributed to every university, college, and secondary school in the north central states, with two requests in each case:

1. That the rules be brought before the faculty for adoption.

2. That the action of the faculty, of whatever nature, be at once reported to the chairman of this committee, so that due progress may be made known to this association next year.

Finally, we suggest that, with a view to successful united action along these lines, it be declared the duty of every member of this association to champion to the best of his ability the adoption and faithful observance of these rules by the local authorities.

In accordance with the last resolution, will you bring these rules before your faculty or governing body? Will you kindly report the action of said faculty or governing body to the member of the committee designated to attend to the correspondence from your state, noting at what time you can put the rules into force if adopted?

EDWARD L. HARRIS, Central High School, Cleveland, O., for Ohio and Michigan; C. A. WALDO, Purdue University, Lafayette, Ind., for Indiana and Minnesota; A. A. STAGG, University of Chicago, Chicago, Ill., for Illinois and

eastern states; C. M. WOODWARD, Washington University, St. Louis, Mo., for Missouri and Kansas; J. E. ARMSTRONG, Englewood High School, Chicago, Ill., for Iowa and Wisconsin; W. J. S. BRYAN, Central High School, St. Louis, Mo., for Colorado, Nebraska, and Oklahoma.

In a "Rapport sur les projets de la Commission chargée de préparer la simplification de l'orthographe," the French Academy has issued its criticism on the spelling reforms submitted to it. The report consists of twenty-one pages, of which the first nineteen are filled with rejected reforms and the last two with alterations accepted by the Academy. The accepted reforms are given below.

**SPELLING REFORM
IN FRANCE**

Among the reasons for rejecting most of the proposed reforms the Academy states: "Nothing is more arbitrary than 'une orthographe phonétique' based on pronunciation which will vary from generation to generation and from province to province, while no one will be able to say which generation or which province possesses the true pronunciation." It recalls the fact that ambassadors and *chargés d'affaires* have protested against the projects of the reformers of French spelling; declares that to accept the proposed changes would be to upset the very foundations of literature and render useless entire libraries; and, lastly, shows how illogical the reformers are who uphold such spellings as: *mission, passion; chez, assez, nez*; as well as: *home jaccieux, bèle fame, vile tranquile, manjer son arjent, vint rozes; anée, traïson, j'ai u*.

"L'Académie accepte, sans donner toujours ses raisons, puisqu'elle adopte celles qu'en donne la Commission chargée de préparer la simplification de l'orthographe et y renvoie, les réformes suivantes:—

"(1) Déjà (pour déjà).

"(2) Chute (pour chûte), joute (pour joûte), otage (pour ôtage), modifications que l'Académie a déjà fait entrer dans son dictionnaire; et, de plus, assidument (pour assidûment), dévouement (pour dévoûment ou dévouement), crucifiment (pour crucifiement ou crucifiment).

"(3) Ile (pour île), flute (pour flûte), maitre (pour maître), naitre (pour naïtre), traître (pour traître), croute (pour croûte), voute (pour voûte), et autres mots où l'accent circonflexe ne sert qu'à appeler l's étymologique.

"(4) Elle admet qu'on écrive, *ad libitum, confidentiel* ou *confidenciel* et les adjectives analogues, c'est-à-dire ceux dont le substantif est en *ence* ou *ance*.

"(5) Elle accepte l'identification orthographique de *différent* et *différend* de *fond* et *fonds*, de *appats* et *appas*, en ce sens que l'on écrirait, 'un différent s'est élevé, un fond de terre, la retraite a pour vous des appats.'

"(6) Elle accepte qu'on écrive, *ad libitum, enmitoufler* et *emmitoufler, enmener* et *emmener, enmailloter* et *emmailloter*, et autres mots analogues où l'*n* rencontrant *m*, est devenue *m*.

"(7) Elle accepte *ognon* pour *oignon*.

"(8) Elle ne voit aucun inconvénient à ce qu'on écrive, *ad libitum, piep* ou *pié*.

"(9) Elle accepte que les sept substantifs en *ou* qui prennent un *x* au pluriel —bijou, caillou, chou, genou, hibou, joujou, pou—rentrant dans la règle générale et prennent un *s* au pluriel.

"(10) Elle accepte *échèle* au lieu de *échelle*, conformément et à la prononciation et à l'étymologie.

"(11) Elle a décidé de régulariser l'orthographe des mots venant de *carrus* en écrivant *charriot* par deux *r*, comme s'écrivent tous les autres mots dérivés de *carrus*.

"(12) Elle est disposée, en examinant chaque cas, à ne pas s'opposer à la suppression de l'*h* dans les mots dérivés du grec où se rencontre la combinaison *rh*.

"(13) De même, notamment pour les mots de création scientifique, elle aura pour tendance de favoriser l'*i* plutôt que l'*y grec*.

"(14) Elle est favorable à la proposition d'écrire *sizain* comme on écrit *dizain* et *dizaine*, et elle estime que l'on pourrait étendre cette réforme à *dizième* et *sizième* (au lieu de *dixième* et *sixième*) par conformité avec et *onzième*.

Telles sont les résolutions que, pleine d'estime pour les excellentes intentions de la Commission chargée de préparer la simplification de l'orthographe française, comme pleine de respect pour la compétence et le savoir de cette Commission, mais voyant quelquefois d'une façon différente les intérêts de la beauté et aussi de la facile propagation de la langue française, l'Académie française a cru devoir prendre.

Our readers will remember with pleasure the article Mr. Brereton contributed to this journal just a year ago upon the teaching of modern languages in England.

MR. CLOUDESLEY
BRERETON'S
COMPARISON
BETWEEN ENGLISH
AND FRENCH
SECONDARY
SCHOOLS

During the early part of this year he was traveling in France examining carefully into the plans and purposes of secondary schools. In a series of delightful sketches in the *London Journal of Education* he pointed out the characteristics of the secondary schools of France and of England, and suggested how each might learn from the other. We are reproducing the concluding

paragraphs:

"But, if one desired to sum up the dominant character of the spirit of public-school tradition, apart from the religious basis on which its founders placed it, one must, strangely enough, have recourse to our French neighbors, who in this, as in so many other matters, have done its thinking for Europe. To them we owe the coinage of two phrases, *noblesse oblige* and *esprit de corps*. The former, Norman and aristocratic in origin, is an epitome of all the virtues that formed the stock in trade of the ancient schools of chivalry and mediæval knighthood; the latter, more in sympathy with the Anglo-Saxon spirit, embodies the old civic ideal of a living corporation and the modern conception of organic oneness. In these two phrases all moral and civic instruction seems to be comprised—the one laying stress on the obligations of the individual to himself and other individuals, the other on his duties to his fellow-citizens and to the state. No doubt to Thring and Arnold the idea of school was not merely that of a republic of free

aristocrats, but a veritable *civitas Dei*. Just as the mediæval doctors wove into the fabric of their religious belief many of the doctrines they found in those pre-Christian doctors of the church, Plato and Aristotle, so the leaders of the educational renaissance of the nineteenth century found much of their inspiration in the classical and knightly traditions of the past in their desire to give an education, not only of a Christian, but of a gentleman, to make the schools in the widest sense schools of manners.

"In studying the manners of the English public-school boy a foreigner would probably be struck by his frankness, independence, absence of swagger or affectation, and easy assurance, which consisted of a large dose of self-satisfaction, probably well grounded, and tinged with a cheerful disregard of, or indifference to, the opinions of strangers, not unmixed with contempt, when they were not of the same way of thinking as himself. On the other hand, he would notice a curious readiness to swear by everything enunciated by those who were the bell-wethers of public opinion within the school itself, and would realize that the Englishman's preference for men rather than measures goes deep into the national character. A closer acquaintance would probably show that he had a regard for truth and a keen sense of honor; that he could keep his temper; that he had pluck and endurance, and did not boast about what he had done, if he did not rather ape humility in pretending to pooh-pooh it altogether; that he was loyal, honest, and trustworthy; his extremely limited vocabulary of English undefiled would astonish our foreign friend, who would be further bewildered by his flow of slang; nor could the amazement of the critic diminish on learning that this very slang was regarded as part and parcel of the school life, and any attempt of the authorities to put it down would involve a language question to which even Bohemia could offer no parallel. In fact, our critic would speedily discover that the English boy is intensely and violently conservative, that procedure is his principal guide in life, and precedent its chief illumination; that Mrs. Grundy's reign in the social world is nothing to the cast-iron régime which rules within the precincts of Harchester; that innovation can only come when Brown *primus*, the head of the school, or Jones *primus*, the captain of the eleven, decides to innovate; and neither, they all know, will ever innovate rashly. Our critic will also probably wonder at the narrow sphere of interest in which the pupil lives, and, while approving the zest he gets out of life, and the excellent terms on which he generally lives with those in authority, he will rate less highly his general ignorance of literature and art, and pity his contemptuous attitude toward them. More remarkable still will seem to our foreign friend his absorbing interest in games—so much so that the former may, perhaps, ironically ask whether the schools themselves are not really gymnasiums in the literal sense of the word, whose aim is to produce a race of professional athletes, boatmen, and "sportsmen" generally. He would be surprised to learn that, while in France the majority of young Frenchmen dream, from their earliest years, of obtaining a snug berth under the government for the rest of their natural lives, the English boy is often so light-hearted that he has not seriously considered the future at all, but trusts to luck for "something to turn up."

In religion our critic would discover that the pupil, as a rule, belonged to the Church of England as by law established, and that the numerous problems which engaged the mind of the philosophical youth of thirteen abroad rarely troubled the head of one whose piety, like that of his race, was mainly of a practical nature. One word in conclusion. No one is more conscious than myself of the imperfect and fragmentary nature of my comparison—I can only hope that I have not only indicated some of the defects, but also brought out the merits and strong points, of the two systems. At all events, I trust that the moral I would draw is plain—that it is the mutual advantage of the nations to profit by one another's experience.